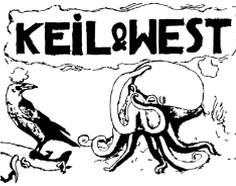


Welcome to \_\_\_\_\_'s IEP

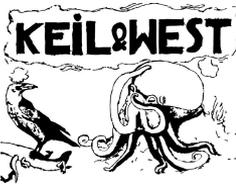


# Procedural Safeguards/Parent Rights

This is a [link to the Oregon Department of Education Procedural Safeguards Handbook.](#)

Resources are available through [FACT Oregon, linked here.](#)

Remember: Nothing is finalized or pre-determined. Our meeting today is critical to the IEP writing process, and we value your knowledge and input.



# Who do you want at your IEP meeting?

This can include teachers, school staff, and important adults in your life.

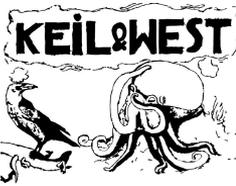
Required team members are:

Your case manager

At least one of your guardians

At least one of your teachers

Who ELSE would you like to be there?



# Eligibility

Autism

Other Health Impairment: ADHD, anxiety,

Specific Learning Disability: dyslexia, dysgraphia, dyscalculia

Specific Language Impairment: language and/or speech impairment

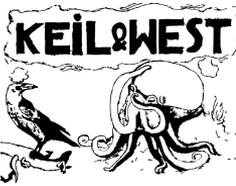
Orthopedic Impairment

Hearing Impairment

Vision Impairment

Emotional Behavioral Disability

Traumatic Brain Injury

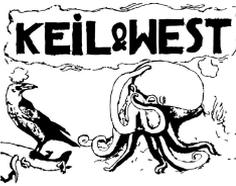


# Strengths

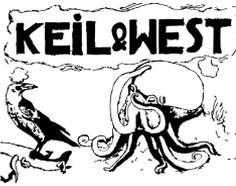
What are some things you are good at? First, you should write down all the things that you know are great about you.

Then ask the people who love you.

If you are having trouble, ask for someone to help, or read the strengths section in your IEP.



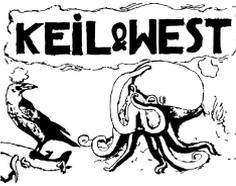
What are your hopes/plans for the future? What are some concerns (about this year, future years)?



# Present Levels: School

Your teacher can do this, but you can help! Use StudentVue, progress notes, notes from parent teacher conferences. If you have district or school wide testing scores, you can put them here as well!

This is also a place for you to share what you like doing at school, and what you do not like about school.



# Present Levels: ACADEMIC GOALS FROM LAST YEAR

This is where your teacher will write down your goals from your LAST IEP, and talk about how much progress you made on those goals. You've worked hard over the past year, and this section gets to celebrate that (and/or figure out what happened that got in the way).



# Present Levels: FUNCTIONAL GOALS FROM LAST YEAR

Your teacher will ask for your input on this slide! (Continuation from last slide)



# Disability Statement

This slide describes how the school's regular method of teaching students may not be a perfect fit for the way your brain and body best learn. This is where your teacher will say something about how the school is considering the ways in which they can make sure that you have the same involvement and access to school and learning as everyone else. Your teacher will write this, but if you don't like the way it is written, you can ask for changes!



# Special Factors (this is a page in the IEP. The boxes will be checked. What matters is whether you understand WHY the boxes are check, and agree or disagree.

Does the student exhibit behavior that impedes their learning or the learning of others?

- Yes
- No

Does the student have limited English proficiency?

- Yes
- No

Is the student visually impaired (including blindness)?

- Yes
- No

Does the student have communication needs?

- Yes
- No

Is the student deaf or hard of hearing?

- Yes
- No

Does the student need assistive technology devices or services?

- Yes
- No



# Statewide and Districtwide Testing

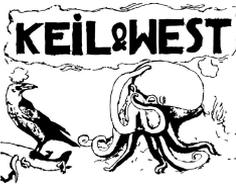
Last year's grade testing (and the scores)

This year's grade testing (what tests happen this year)?

Next year's grade testing (what testing will happen next year)?

What are testing accommodations you have used in the past and that support you now?

Some common accommodations include extra time, testing in a quieter space, and breaks throughout the test.



# Annual Goals: ACADEMIC: These are the NEW goals.

Your teacher will fill these in, but you should have an opportunity to share your thoughts and ideas. After all, these are YOUR goals.

Goal: (Specific, Measurable, Achievable, Relevant, Time-bound)

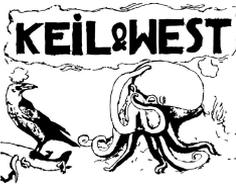
Baseline: (Specific, measurable information to let us know where they are RIGHT NOW)



# Annual Goals: FUNCTIONAL (continued)

Goal: (Specific, Measurable, Achievable, Relevant, Time-bound)

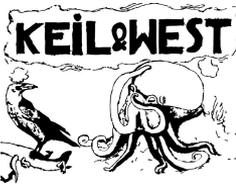
Baseline: (Specific, measurable information to let us know where they are RIGHT NOW)



# Service Summary

This section tells us what you're working on, who is helping you learn, how much time you spend on it, and how often.

Goal Area	Provider	Minutes	Frequency



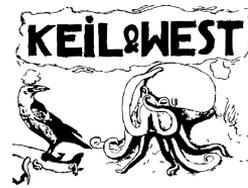
# Accommodations and/or modifications

On the next slide, there is a blank table where you can fill in your accommodations (and/or modifications).

If you find some accommodations or modifications in your IEP that are not applicable anymore, don't include them!

Also, if there are accommodations you would like to add to your IEP, you can mention them in the table, but highlight them so the team knows they're not YET in the IEP.

You can copy/paste the accommodations table as many times as you need in order to include all your accommodations.





# Supports for School Personnel



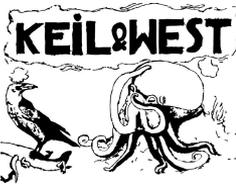
This table lists the people and tools that are available to your teachers in order to make sure they are doing everything they can to help you learn and succeed at school. Your teacher will fill this out, but you can ALWAYS ask questions or suggest additions.

Description of Supports	Provider	Minutes	Frequency

# Justification Statement

This page tells us how much of each school week you will spend receiving services from your team (within your normal school schedule). Please share your opinion on this number, and ask for more information if you don't totally understand.

Student will be removed for \_\_\_% of the school week to receive services to make progress towards \_\_\_\_\_ goal areas and in the general education curriculum.



# Placement Determination

In order to make sure that the team is doing the best possible job they can for you, this is where we will talk about why we made the choice we did, and consider the pros and cons.

Selected Placement:

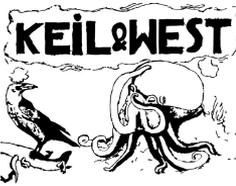
Possible Benefits:

Possible Harm:

Rejected Placement:

Possible Benefits:

Possible Harms:



# Prior Written Notice

A summary of the IEP will be written in a prior written notice that will be shared with you via email or mail.

This notice basically says that we held the IEP meeting and talked about the IEP.  
It's a tl;dr of the IEP.

